

There were: 50 possible respondents.

	Question Text	N	RR	Interpol. Median	3	6	9	12	15	18	18+	
1	Hours Per Week	45	90%	10.8	1	4	14	14	5	4	3	
					0-30	30-50	50-70	70-80	80-90	90-100	N/A	
2	Student: Percent attendance	45	90%	94.6	1	1	3	9	6	25	0	
3	Student: Percent homework completion	44	88%	94.9	0	2	0	3	2	37	0	
					5 Extremely	4 Prepared	3 Neither	2 Somewhat	1 Unprepared	N/A		
5	Course: How prepared to take subject	44	88%	3.3	2	17	17	7	1	0		
					5 Exceptional	4 Great Deal	3 Modest	2 Little	1 Nothing	N/A		
6	Course: Amount learned	44	88%	3.6	4	19	16	4	0	1		
					5 Exceptional	4 V Good	3 Good	2 Fair	1 Poor	N/A		
7	Course: Assignments measured knowledge	44	88%	3.2	4	14	11	9	5	1		
					5 St Agree	4 Agree	3 Neither	2 Disagree	1 Str Disagree	N/A		
8	Course: Overall effectiveness	44	88%	3.5	5	16	12	8	2	1		
					5 Exceptional	4 V Good	3 Good	2 Fair	1 Poor	N/A		
11	Instructor Clarity (Schmidt)	44	88%	2.9	4	11	11	14	3	1		
					5 St Agree	4 Agree	3 Neither	2 Disagree	1 Str Disagree	N/A		
12	Instructor: Communicated how to succeed (Schmidt)	44	88%	3.7	6	19	12	6	0	1		
					5 Exceptional	4 V Good	3 Good	2 Fair	1 Poor	N/A		
13	Instructor: Respect for students (Schmidt)	44	88%	3.7	10	15	9	8	1	1		
					5 Extremely	4 Very	3 Moderately	2 Slightly	1 Detached	N/A		
14	Instructor: Enthusiasm (Schmidt)	44	88%	3.5	4	18	15	5	1	1		
					5 More Eager	4 Interested	3 No Change	2 Less	1 Ruined	N/A		
15	Instructor: Stimulates interest (Schmidt)	44	88%	3.1	4	9	20	5	3	3		

					5 V Accessible	4 Accessible	3 Neither	2 Somewhat	1 Hard To Find	N/A		
16	Instructor: Availability (Schmidt)	44	88%	4.1	12	25	4	1	0	2		
					5 Extremely	4 Very	3 Moderately	2 Slightly	1 Not Helpful	N/A		
17	Instructor: Feedback helpfulness (Schmidt)	44	88%	3.1	2	11	12	7	3	9		
					5 St Agree	4 Agree	3 Neither	2 Disagree	1 Str Disagree	N/A		
18	Instructor: Inclusive (Schmidt)	44	88%	4.7	26	15	1	1	0	1		
19	Instructor: Overall effectiveness (Schmidt)	44	88%	3.5	6	15	13	8	1	1		
					Mid - 300	301- 6 Am	601- 9 Am	901- Noon	1201- 3 Pm	301- 6 Pm	601- 9 Pm	901- Mid
	Time of day evaluation completed	45	90%		1	0	3	11	5	6	10	9
					1-3	4-6	7-9	10-12	13-15	16-18	19-21	22+
	Classes this semester	45	90%		23	21	1	0	0	0	0	0

Instructor	Text Responses
	Question: Comments about student effort
	(MATH 1552) Alot of effort was put in to this class
	(MATH 1552) This class took more effort than I originally thought it would. I had to completely change my study style.
	(MATH 1552) More than expected
	(MATH 1552) na
	(MATH 1552) Effort extended towards the course was the best I could do sometimes and it still not be enough. Some curveballs were thrown that were not expected even with review materials.
	(MATH 1552) I probably should have put more effort into the course, however I underestimated how burnt out I was from Spring semester and overestimated my ability to do two classes this summer.
	(MATH 1552) I feel the effort was expected
	(MATH 1552) I tried my absolute best and attended office hours and all classes.
	(MATH 1552) It was appropriate
	(MATH 1552) More than expected
	(MATH 1552) Expected effort level
	(MATH 1552) It was not the expected effort.
	(MATH 1552) With how the class was paced, I had to work extremely hard to understanding complex material in a short amount of time. Additionally, class lectures were often unclear and I would have to watch extra YouTube videos and other practice to fully understand.
	(MATH 1552) It was a lot more effort than expected. Felt like a lot of outside resources were needed.
	(MATH 1552) The expended effort matched my expectations of the effort needed in this class to succeed.
	(MATH 1552) much more than I expected
	(MATH 1552) About expencted
	(MATH 1552) It was until I started having personal issues
	(MATH 1552) I believe i could have put forth more effort, always can, but do believe that i put forth enough to be successful, and the teacher will ensure this is true
	(MATH 1552) The course requires a lot of effort. I spent an ample amount of time in office hours, tutoring sessions, and watching YouTube videos on the material to fully comprehend it.
	(MATH 1552) I feel that I did well in this class.
	(MATH 1552) I put in a lot of effort although I wasnt expecting the course to require much effort considering my background with calculus. The expended effort for the initial quizzes was definitely greater than expected, but I enjoyed the challenge of them. Towards the end of the semester the expected and expended effort mellowed and seemed well-balanced to me.
	Question: Course best aspect
	(MATH 1552) thankfully HW was able to improve my grade.

	(MATH 1552) The study guides for the quiz and exam, along with the given formula and rule sheets.
	(MATH 1552) na
	(MATH 1552) Lecture slides
	(MATH 1552) The lessons were mainly taught through examples and that helped me a good bit to learn instead of just direct concepts and me being expected to solve them without example.
	(MATH 1552) Homework and studio review
	(MATH 1552) The best features were the studio sessions. I learned the most from them.
	(MATH 1552) The best feature of this course were the worksheets provided and explained during studio sessions.
	(MATH 1552) Studio with Biraj was the best. He went over complicated concepts at a very high level and made them easy to understand.
	(MATH 1552) The best part was the activities in studio.
	(MATH 1552) The lectures were very good! The Professor explained problems very well and was open to questions! I really liked how the class was structured
	(MATH 1552) The multiple Office Hours offered was super helpful.
	(MATH 1552) The lecture notes that were put on the note slides were nice.
	(MATH 1552) The studios were very helpful and explained difficult problems.
	(MATH 1552) The pre-lecture videos
	(MATH 1552) Pre-lecture videos and review/cheat sheets for exams
	(MATH 1552) Announcements in the beginning of class
	(MATH 1552) The worksheets in studio were very effective
	(MATH 1552) The review sheets were very helpful in preparing for assessments.
	(MATH 1552) N/A
	(MATH 1552) the homework was very helpful, and i really liked the quizzes as they let me know what i needed to work on and what i knew best
	(MATH 1552) The lectures were really easy to understand.
	(MATH 1552) I love the homeworks here it would walk you through how to do them. Those were the problems I learned the most from.
	(MATH 1552) I liked the way midterms and quizzes were set up
	(MATH 1552) I don't necessarily know a best feature, but I would like to highlight my enjoyment of the first few quizzes despite the low grades. I feel like even though they were extremely difficult the problems were so interesting to me that they were the best part of the course. However, I would've enjoyed them more if I had time to experiment with them and form my own conclusions from the problem-solving process. They would've been good homework or "extra credit" problems.
	Question: Course improvements

	(MATH 1552) It would be good to have some sort of way to have partial credit for quizzes and tests. As a math class, I don't think it's fair to have only multiple choice questions. Also the fact that some quizzes only had a few questions so if you get 1 wrong the grade drops tremendously is not the best way to go about with quizzes that are a large part of the grade. Also I felt like quizzes and tests did not really represent how much we learned and retained for each section. A lot of the questions were conceptual which is good to an extent, but if all questions are conceptual, students can get confused due to wording and not be able to get some answers correct when they actually know how to solve the questions.
	(MATH 1552) Adding more test to the course and increasing the weight of homework.
	(MATH 1552) na
	(MATH 1552) Slow down the course pace a bit
	(MATH 1552) The course has gotten better towards the end because there was more direct communication. Keep the direct communication.
	(MATH 1552) Lectures with a greater focus on explaining concepts before running through example problems, and quizzes that more accurately reflect student understanding (e.g. allowing students to show their work and/or receive partial credit, setting problems at an appropriate difficulty level, etc.)
	(MATH 1552) Better lectures.
	(MATH 1552) Since some of the quizzes and exams referenced more conceptual material, it would be nice for the lectures to take more time on conceptual concepts.
	(MATH 1552) I like how the quizzes were structured in the second half of the class. Perhaps in the future consider asking a greater number of questions on the quizzes to better assess a student's knowledge.
	(MATH 1552) In the first week it should not go by so swiftly since integrals and the pre-cal is super important to understand for the rest of the class. The professor should make sure the students understand this well.
	(MATH 1552) This course can be improved by being more participation based than quiz based
	(MATH 1552) The formatting of quizzes 1-3 felt unfair because they required the memorization of SEVERAL equations and formulas in a super short amount of time. Especially Quiz 2. The homework shouldn't have been the only form of practice before quizzes. There should have been a lot more optional practice problems.
	(MATH 1552) I think the lecture could give more explanation for the formulas.
	(MATH 1552) No improvements needed.
	(MATH 1552) Needs to have less material and maybe a few more assignments to balance everything out.
	(MATH 1552) Some of the quizzes and tests were very challenging. Often class time was unhelpful in clarifying.
	(MATH 1552) N/A
	(MATH 1552) The course could offer more review sheets for quizzes.
	(MATH 1552) Decrease the difficulty of assessments given the condensed schedule
	(MATH 1552) Less quizzes or quizzes that actually relate to the material
	(MATH 1552) Not much.
	(MATH 1552) I would say make more of the quiz or midterm questions be practice problems during class instead of always having challenge problems that we were never going to visit again.
	(MATH 1552) It's pretty good

	(MATH 1552) Partial credit would be very helpful instead of making assignments multiple choice only.
	(MATH 1552) Professor, the lectures and explanations of concepts have a wide area for improvement. Explaining concepts simply, preparing slides with high readability, and the "flow" of content would be my suggestions. The pre-lecture videos did this well. Of course, I was never to concerned about how the lectures were taught because I would simply learn the material from the textbook before I attended class, lest I be confused from the lecture explanation or semi-frequent problem errors (I know it was just a few times, but the beginning stages of learning are crucial. I do not like it when my understanding is interrupted professor. It displeases me greatly.)
	Question: Instructor greatest strength
Schmidt	(MATH 1552) N/A
Schmidt	(MATH 1552) She allowed us to interrupt if we had a question. Although she would talk over us when we tried to state our question.
Schmidt	(MATH 1552) na
Schmidt	(MATH 1552) Does consider students feedback
Schmidt	(MATH 1552) Knowing the material and could explain in detail where mess ups would happen in problems.
Schmidt	(MATH 1552) Responsiveness to student concerns (mainly during the latter half of the course) and availability for advice
Schmidt	(MATH 1552) Lienency when it came to homework.
Schmidt	(MATH 1552) The greatest strength was her willingness to answer questions and respecting the feedback of the students
Schmidt	(MATH 1552) She was willing to work out problems and give extra explanations during office hours, which was great.
Schmidt	(MATH 1552) Being available for office hours consistently.
Schmidt	(MATH 1552) The instructor was very open to questions! I felt very comfortable asking the instructor to explain topics and the professor was very accessible if extra-help is needed! The instructor made a very question and learning freindly environment
Schmidt	(MATH 1552) The instructor is straightforward when teaching and gives examples for different math problems.
Schmidt	(MATH 1552) She was flexible with office hours.
Schmidt	(MATH 1552) Explaining calculus concepts.
Schmidt	(MATH 1552) Getting the information in fast
Schmidt	(MATH 1552) Willingness to work with students
Schmidt	(MATH 1552) N/A
Schmidt	(MATH 1552) Willingness to answer questions
Schmidt	(MATH 1552) N/A
Schmidt	(MATH 1552) her knowledge of the course as well as her love of math
Schmidt	(MATH 1552) Very good at explaining concepts.
Schmidt	(MATH 1552) The instructor would try to ensure we understood the topic by asking us if we had any questions.
Schmidt	(MATH 1552) He ability to explain material

Schmidt	(MATH 1552) Well I could tell you were really smart, but I could also tell that you had trouble taking your high level of understanding and simplifying to our level. This is what students mean when they say "That professor was really good!"; nowadays independent learning is what I shoot for, but of course nothing was particularly horrible. I do not want to put you down, because nothing was "bad". Im only here for constructive criticism.
	Question: Instructor improvements
Schmidt	(MATH 1552) I feel like the solution to problems during class were not explained well and it was hard to follow along.
Schmidt	(MATH 1552) The instructor could talk slower and explain topics better by expecting her students to know topics that she sees as simple. The instructor can give more time to process information while lecturing so that the student can properly take notes and formulate a question.
Schmidt	(MATH 1552) na
Schmidt	(MATH 1552) More detailed steps in instruction
Schmidt	(MATH 1552) Use her worked out examples in class to avoid mistakes in the problems in class when being worked out live.
Schmidt	(MATH 1552) Closer attentiveness to the concerns of students, and to their level of understanding of the course material
Schmidt	(MATH 1552) Ms. Schmidt was not very friendly during the first 3/4ths of the class. It seemed as though she was angry with us before she even knew us. Eventually towards the end she was much friendlier.
Schmidt	(MATH 1552) Instruction could be improved it if were slowed down more and if problems worked during lecture explained not just the how but also the why.
Schmidt	(MATH 1552) The professor should refrain from skipping steps and go through every little step even if they are elementary . A lot of times midway through the work the professor would simplify or reorganize the problem without breaking it down. This would eliminate confusion.
Schmidt	(MATH 1552) The instruction can be improved by having more interactive lecture opportunities
Schmidt	(MATH 1552) I think he could try to give more explanation for math rules that are fundamental to the class.
Schmidt	(MATH 1552) During lectures, she would often go fast and skip mathematical steps. This would make learning difficult at times. Speaking slower and checking for student understanding more often would help as well. I believe instruction could be improved with more break downs of fundamental concepts before adding on more complex ones.
Schmidt	(MATH 1552) No improvements needed.
Schmidt	(MATH 1552) I feel like its explained very poorly. The curse of knowledge is applicable. I didnt understand.
Schmidt	(MATH 1552) Just being more clear when teaching and make homework/quiz problems more similar to examples in class
Schmidt	(MATH 1552) N/A
Schmidt	(MATH 1552) Offer more outside resources for students to practice problems
Schmidt	(MATH 1552) Less "harder questions" to test our abilities and more questions that actually relate to what we learned
Schmidt	(MATH 1552) Not much.
Schmidt	(MATH 1552) The instructor should be able to complete the problems instead of always saying there is a mistake and not being able to finish them.
Schmidt	(MATH 1552) It was good

Schmidt

(MATH 1552) farewell and good luck professor. Im glad it turned out this way and I really hate saying goodbye, but sometimes ... well you know. Whether you take this survey seriously or not, it doesnt matter to me anymore. This reality was bound to happen from the start; well its fine for everyone now. I have to go now. I dont want to leave but I really have to go now dont I ? I always wanted this and for short while I forgot who I was and truly enjoyed it. But all good things must [] right? I want to stay so badly but maybe this is cost? The real cost of being late? I can only blame myself cant I ? These moments cant happen again :(I wouldve liked to enjoy all of this a little bit longer. I suppose its really about time I leave professor. do me favor and help the next me. please? I never really liked the endings professor. bye - ...